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ADMINISTRATIVE COST AND QUALITATIVE EDUCATION IN SOUTH-EAST NIGERIA

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Abstract

This study examined administrative cost and qualitative education in South-East Nigeria. Survey research design was used and questionnaire served as the instrument of data collection. The analysis was done using Percentages, Mean and Pearson Product Moment Correlation Coefficient (through SPSS version 21.0). It was discovered that there is significant training cost on quality of basic education; there is significant relationship between training cost and quality of tertiary education; there is significant relationship between compensation cost and quality of basic education; and compensation cost enhances quality of tertiary education. The study concludes that staff of educational institutions should be trained and well remunerated so as to enhance quality education in the country. It was recommended that there is need for the government to fund the training and improve remuneration of basic education teachers and lecturers so as to enhance viability of education. Furthermore, basic and tertiary education should be well funded so as to achieve quality education at all levels in Nigeria.

Key Words:
Administrative Cost, Qualitative Education, Training Cost, Basic Education, Tertiary Education, Compensation Cost.

Introduction

For any society to make progress, there must be a government to run its affairs. But, if the citizens must trust the government, pay their taxes and contribute for the good of the nation, the government must be very committed and effective in solving societal problems. According to Aila (2021), the cost of running government must not be very high is the citizens will trust and support the government. According to

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Ayodele (2019), the administrative cost of governance in Nigeria is very high. Because of that, the government pays less attention to educational finance.

Apart from the impact of inadequate funding on the quality of the teaching and learning process in our institute of education, student support is now inadequate (Ubogu, 2020). It was therefore, not surprising that different administrations in Nigeria had to be confronted by labour unions in the educational sector with long lists of demand on what should be done to uplift the sector. The unions, one after the other, had to go on strike to press home their points. The poor educational finance is the major challenge ensuing face-off-between the cause of regular industrial action by Academic Staff Union of Universities (ASUU). Adewale, Ajayi and Enikanoselu (2016) were of the opinion that education in Nigeria has been experiencing financial crises. There is less money to spend on primary, secondary and tertiary education. This means that the Nigeria government has always neglected educational financing and such has hindered quality educational all levels; hence this work focused on administrative cost and qualitative education in South-East Nigeria.

Statement of the problems

Nigeria's public education institutions have, for quite some time now, become a sorry sight. This has been occasioned by the seemingly endless list of heartrending challenges. According to Ubonso (2020), the governments at both states and federal levels have continued to increase its administrative cost of governance, but still continued to neglect the education sector. This accounts for substandard facilities like classrooms, lecture halls/theatres, laboratories, workshops, staff offices, recreational facilities, hostels, e-learning facilities, studios and workshops. There is also the perennial, unattractive remuneration for the community members comprising both the academic and non-academic staff.

More so, there is no general agreement by scholars on the extent administrative cost affects educational system in Nigeria. For instance, Ukaegbu (2019) write on high cost of governance and infrastructural development in the country. Dele (2021) focused on administrative leadership and quality education in Lagos State using Fashola (2007-2015) as the focal point. Ubani (2020) studied cost of governance and Nigeria economic development: evidence from the federal government. The above studies did not cover the exact subject matter, but focused on related topics; hence the problems created necessitated this work. It is based on lack of general stands and impact of administrative cost on education that this work was made possible.

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Conceptual Review

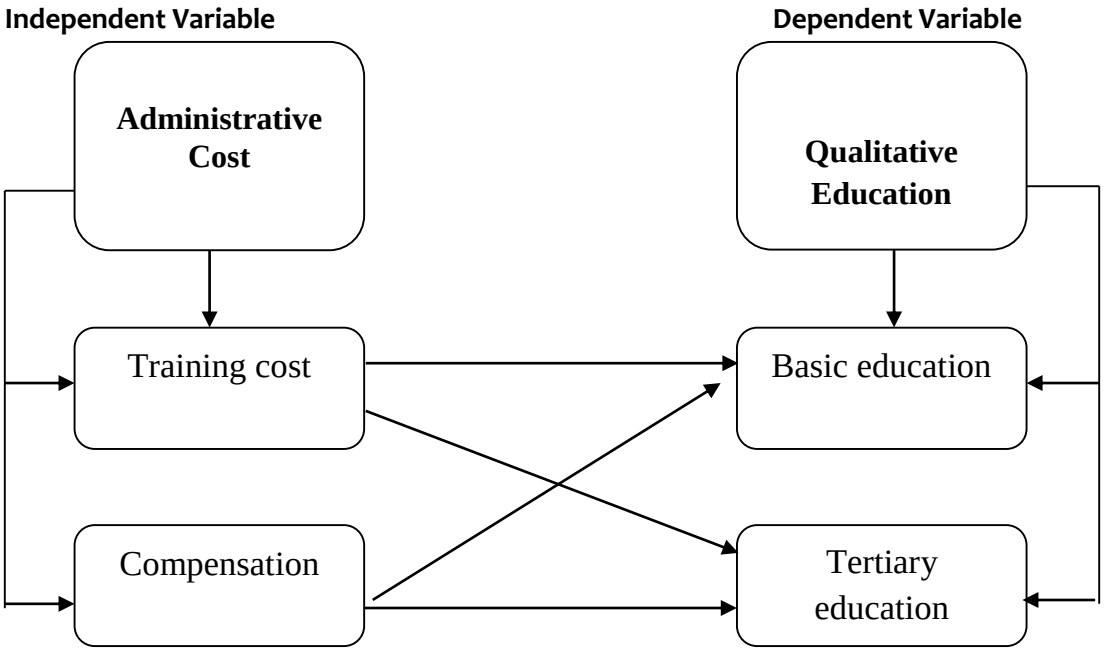

Fig. 1: Operational Conceptual Framework
Source: The Researcher's Desk, 2023

Objective of the Study

The general objective of this study is to examine administrative cost and qualitative education in South-East Nigeria. The specific objectives are:

1. To determine the effect of training cost on quality of basic education.
2. To access the relationship between training cost and quality of tertiary education.
3. To access the relationship between compensation cost and quality of basic education.
4. To investigate the extent compensation cost enhances quality of tertiary education.

Research Questions

Based on our study objectives, the following research questions guided the study:

1. What are the training costs on quality of basic education?
2. What is the relationship between training cost and quality of tertiary education?
3. What is the relationship between compensation cost and quality of basic education?
4. To what extent does compensation cost enhance quality of tertiary education?

Research Hypotheses

We formulated the following hypotheses based on our research questions.

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Ho1: There is no significant training cost on quality of basic education.

Ho2: There is no significant relationship between training cost and quality of tertiary education.

Ho3: There is no significant relationship between compensation cost and quality of basic education.

Ho4: Compensation cost does not enhance quality of tertiary education.

Conceptual Review

Administrative Cost

Administrative cost is all about the recurrent cost of governance. The cost of governance is the money spent on administrative processes. It is also known as administrative expenditure. Adewole and Osabuohien (2007) defined cost of governance as costs associated with the running of government. In other words, these are costs incurred by the government is running governmental affairs. The government helps to sustain the social contract that binds every member of the state. Similarly, Fluvian (2006) defined administrative cost of as any expenditure in maintaining government administrative structures. He also equates cost of governance to total administrative expenditure, which is a part of total federal government expenditure in Nigeria.

Measuring Cost of Administration

Basically, we have training cost and remuneration cost.

1. **Training cost:** Training cost is the money spent by the government in training and retraining of teachers, lecturers and other human resource personnel in educational sector (Obinali & Oparaugu, 2021). The goal of spending in training of educational human resource is to develop and use qualified staff in performing educational functions in teaching, administration and research. According to Akpanabia (2012), training is an important aspect of any organization either big or small, profit of non-profit ventures. It is important for any organization to harness and properly develop its human resources or potentials in order to achieve the organizational goals and objectives. According to Mathis and Jackson (1985) training is "a learning process whereby people acquire skills, concepts, attitudes or knowledge to aid in the achievement of goals".
2. **Compensation cost:** Compensation cost is all about the money the government spend in paying teachers, lecturers and other education employees all their financial benefits. Enyioko and Ikoro (2018) asserted that compensation could be said to be wages paid directly for time worked, as well as more indirect benefits that employees receives as part of their employment contract with and organization. It covers all financial benefits which the employees get from his job including salaries, allowances, and many more. Salary connotes a regular paid compensation of a fixed amount to workers for services provided. For Oburu and

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Atambo (2016), a compensation system is a sum total of elements at an employee's disposal that may be used to attract, motivate and retain employees. It is therefore all that the employee perceives to be of value out of his or her employment relationship as established in the organization.

Education

A quality education is one that focuses on the whole child - the social, emotional, mental, physical, and cognitive development of each student regardless of gender, race, ethnicity, socioeconomic status, or geographic location (Oparaduru, 2021). It prepares the child for life, not just for testing. Education has been noted and identified to be a national consumption, in that it dictates the bearings and positions of a nation in development and overall growth (Alam, Hoque, Khalifa, Siraj & Ghani, 2019). Education is at the threshold of a country's development, in that it influences and moderates the level and dimensions of development in a nation. In essence, the management of education of a country directly influences the economic and developmental life of the country, as a result of this greater attention are being paid to the management of education in developed countries (Kaul, 2010).

Be it as it may, there are certain factors that would be considered relevant in the course of this presentation on quality education. These are discussed as follows:

1. **Infrastructure/learning environment**

   Environment has a vital role in facilitating learning. The environment includes both natural and artificial environment. These include the tone of the school, the rules and regulations, the teachers' style of classroom management, the classroom furniture, equipment and teaching aids, the amount of ventilation and fresh air available in the classroom, the distance of the school to busy road or to industrial establishment and many others. All in one way or the other affect learning. However, According to Oparaduru (2021), Education in Nigeria is bisected with myriads of problems.

   These include: lack of trained and qualified counsellors in our schools, poor funding and thus poor educational infrastructures, inadequate classrooms, teaching aids (projectors, computers, laboratories and libraries), paucity of quality teachers and poor/polluted learning environment. In addition to these inadequacies, our school system is plagued with numerous social vices such as examination malpractices, cultism, hooliganism and corruption.

2. **Quality of basic education in Nigeria**

   The desire of the nations of the world to reduce illiteracy, combat ignorance and encourage access to education even to the grassroots necessitated Education for All (EFA) as stated in the Jomtien Declaration which was a treaty launched and signed in Jomtien Thailand in March 1990 (Egbe & Eze, 2019). The intent was to

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ensure that education gets to every member of the world societies. Though there have been many attempt at achieving universal education in the past, but the goal of a qualitative universal education for the citizenry of Nigeria never really took root until the 1990 declaration of education for all because the programme within the period under consideration encountered so many difficulties that the government of the day was not really able to manage effectively and efficiently or even surmount.

These pitfalls as enumerated included political instability, inconsistent policy formulation and implementation, and sustenance, lack of sincerity on the part of the programme implementers, unavailability of statistical records, uncoordinated planning and execution practices, low institutional capacity, poor technical competence, poor logistic support system and neglect of available teachers (Ames, 2016). The foregoing clearly is indicative of what could be described as a hill-valley state for the UPE programme and the arrangement of primary education particularly Education for All in Nigeria over those years because of instability appearing in all its forms and dimensions leading to disequilibrium in actualizing the intent of educating and producing citizens that would make useful contributions to the society (Benson, 2008). However, at the return of democracy government with President Olesegun Obasanjo again on the saddle of leadership in 1999, specifically in September and in Sokoto State, the Universal Basic Education (UBE) was launched still with the intention to pursue the treaty of Education for All (EFA).

3. **Tertiary education**

According to Akor (2018), tertiary education is a critical element of human development, and it is essential to the growth and development of any country. A country's ability to experience changes, surmount challenges, and keep up with the latest global developments across all sectors is derived mainly from its educated populace. However, for tertiary education to contribute meaningfully to the making of balanced and analytical citizens capable of leading governments as well as driving economies and industries, its quality has to be excellent and tertiary education in Nigeria is far from this (Obinali & Oparaugu, 2021). In most countries of the world, enough premium is given to tertiary education in a bid to prepare students for global relevance and competitiveness. In Nigeria, although the tertiary education system has come a long way, there is still much to be done in terms of achieving the level of excellence required to produce trained individuals capable of driving national growth and development (Lange, 2020). This essay aims to examine the status quo of tertiary education systems in Nigeria, highlight core lessons from global standard practices, and recommend ways in which the quality of tertiary education in the country can be further improved.

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Theoretical Review

Theory of Government Business Policy (TGBP)

This theory was developed by Elkan in 1988. The theory states that the existence of development (in line with the four Ps) depends on the effectiveness of government in making and implementing business policies. A policy is a guide for making administrative decision. Fubara (2019) has defined policy as an organizations manner of doing business and directing management actions. Essentially, a policy is an internal administrative law governing effective actions within the organization. Since policy is a guide to action for the total organization, it follows that its formulation, implementation and decision implications will tend to affect the total organization. Internally and its external environment, this is because every organization is a system made up of various subsystems made up of various unit or sections.

Each sub-system must of necessity be in harmony with the others and with the total system to avoid friction and to prevent operational managers from working at cost purposes. Every government comes up with one policy or the other with which the state or country is governed. The 1999 constitution of Nigeria saddled the responsibility of policy-making on the legislative arm of government, while the executive is charged with the responsibility of implementing the drawn-up policies. This theory was used because the effectiveness of favourable administrative cost to education can be achieved if the government will used its policies to enhance performance of basic and tertiary education.

Empirical Review

Aila (2021) researched on administrative cost and performance of government in Kisumu City, Kenya. It used secondary data through documents. Data were analyzed using regression. It discovered that there is high cost of governance in the study area.

Ayodele (2019) researched on marketing strategies of the educational institutions. The study used mix research design and data were collected through oral interview and likert questionnaire. Data analyses were done using mean and chi-square. It discovered that educational institutions use fee, infrastructure, and courses offer as marking strategies.

Ames (2016) researched on effect of leadership cost on performance in Kitengela Township, Kajiado County. It used direct interview through survey and T-test. It was established that most leaders and managers do not consider cost and that affect them for improved performance.

Zike (2021) focused on government educational policies and school effectiveness in Lagos as focal point. Survey research design was used and questionnaire served as the instrument for data collection. The data collected were presented in tables and analyzed using Pearson correlation coefficient. The findings revealed that government has not made good policies favour public schools in the Lagos State.

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Research Gap

Many studies have been done in related areas of this work. However, there exist subject, geographical, and content/ indices, research gaps. They are summarized thus;

a. **The subject or content gap:** The topic of this work in one way or the other differs from what we have in all the empirical studies. This work focused on marketing mix strategies and political governance. While some studies cover marketing mix in organization, others used political governance without marketing mix strategies.
b. **Geographical gap:** This work covers only South-East of Nigeria. There are many gaps on this because most of the past studies used countries outside Nigeria. Some of them covered other zones of Nigeria, not south east. Few that focused on states on south east did not used the entire south eastern states, but used specific one state within the study area.
c. **Gap on the indices of measurement:** The indices of measurement used in most of the past studies differ from what was used in this work. Though most of them covered marketing mix strategies as used in this work, but the specific marketing mix item used in this work differ. For example this work used price, process, people, and physical evidence (to measure marketing mix), while most of the past studies used only price and products etc. this study also used education, security, and health care to measure political governance, while most of the past studies used only education and infrastructure.

In all there exist research gap which this study wants to fill. This study therefore focused on marketing mix strategies and political governance in South-East Nigeria.

Research Methods

Research Design

The research design for this study is survey research design.

Population of the study

The study population of this study is made up of the entire 22,565,414 people in South-East Nigeria. The population is presented in the table below.

Table 1: Population of states in South-East Nigeria.

S/N	STATES	2006 POPULATION	2016 PROJECTED POPULATION
1	Imo	3,927,563	5,408,756
2	Abia	2,845,380	3,727,347
3	Ebonyi	2,176,947	3,490,383
4	Enugu	3,267,837	4,411,119

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5	Anambra	4,117,828	5,527,809
	Total		**22,565,414**

Source: National Population Commission, 2016 population projection

Sample Size Determinations

The researcher used Taro Yamane's formula for getting sample size.

$$n = \frac{N}{1 + N(e)^2}$$

Where

n = sample size
N = population
1 = constant
e^2 = error of significance

$$n = \frac{22565414}{1+(22565414)\,(0.05)}$$

$$n = \frac{22565414}{56414.5}$$

n = 399.99

Approximately = 400

Sampling Techniques

In this study, the researcher used both multistage sampling technique and purposive sampling technique. The multistage sampling technique is used because the study involve different segment (states in South-East), and there is need to get a specific number from each states; whereas purposive sampling technique will be used so as to select people of different occupation who can effectively respond to the questionnaire.

Multistage Sampling Technique

The use of multistage sampling technique involves three different stages viz:

Stage one: The researcher will first stratify the sample size into five areas that made up the South-East viz: Imo, Abia, Ebonyi, Anambra and Enugu States.

Stage two: In this stage, the instrument for data collection (questionnaire) will be divided among the strata areas of study in this format.

$$n = \frac{400}{5} = 80$$

S/N	STATES	2016 PROJECTED POPULATION
1	Imo	80
2	Abia	80
3	Ebonyi	80

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4	Enugu	80
5	Anambra	80
	Total	**400**

Stage three: Having statistically split these instruments among the five areas of study, the 400 copies of the questionnaire will be randomly administered to respondents/sample in each of the area respectively. All members of the state who are 18 and above are eligible.

Purposive Sampling Technique

To give justice to the work, the researcher selected people from different occupation including public officers (civil and public servants), legal practitioners, media representatives, traditional rulers and businessmen.

Instrument for Data Collection

In this study, the researcher used questionnaire as the primary source of data.

Validity of Research Instrument

Content and face validity methods were used.

Reliability of Research Instrument

The researcher used test retest reliability method for the study.

Procedure for Data Analysis

The data collected were analyzed using Mean statistics, and Pearson product moment correlation coefficient.

Data Presentation, Analysis and Interpretation

Out of the 400 copies of the questionnaire distributed by the researcher, only 385 copies were properly filled and returned.

Testing of Research Hypotheses

Ho1: There is no significant training cost on quality of basic education.

Fig. 1: To test the hypothesis one, data in table 1 was used.

H_i1	**Pearson Correlation = 0.87** **Sig = 0.05** **N = 385** **Grand mean = 3.5**	VALID

The table above reveals that the Pearson product moment correlation is 0.87 which means that there is significant training cost on quality of basic education.

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Ho2: There is no significant relationship between training cost and quality of tertiary education.

Fig. 2: To test the hypothesis one, data in table 2 was used.

H_i2	**There is significant relationship between training cost and quality of tertiary education**	**Pearson Correlation = 0.85** **Sig = 0.05** **N = 385** **Grand mean = 3.3**	VALID

The above table indicates that the Pearson product moment correlation is 0.85 which reveals that there is significant relationship between training cost and quality of tertiary education.

Ho3: There is no significant relationship between compensation cost and quality of basic education.

Fig. 3: To test the hypothesis one, data in table 3 was used.

H_i3	**There is significant relationship between compensation cost and quality of basic education**	**Pearson Correlation = 0.85** **Sig = 0.05** **N = 385** **Grand mean = 3.5**	VALID

The above table indicates that the Pearson product moment correlation is 0.85 which reveals that there is significant relationship between compensation cost and quality of basic education.

Ho4: Compensation cost does not enhance quality of tertiary education.

Fig. 4: To test the hypothesis one, data in table 4 was used.

H_i4	**Compensation cost enhances quality of tertiary education**	**Pearson Correlation = 0.87** **Sig = 0.05** **N = 385** **Grand mean = 3.1**	VALID

The table above shows that the Pearson product moment correlation is 0.87 indicating that compensation cost enhances quality of tertiary education.

Fig. 5: Concise Table Result for Hypotheses Testing.

S/N	Hypotheses	Statistical Tools Applied (Software R studio)	Result
H_i1	There is significant training cost on quality of basic education	Pearson Correlation = 0.87 Sig = 0.05 N = 385 Grand mean = 3.5	**VALID**

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H_i2	There is significant relationship between training cost and quality of tertiary education	Pearson Correlation = 0.85 Sig = 0.05 N = 385 Grand mean = 3.3	**VALID**
H_i3	There is significant relationship between compensation cost and quality of basic education	Pearson Correlation = 0.85 Sig = 0.05 N = 385 Grand mean = 3.5	**VALID**
H_i4	Compensation cost enhances quality of tertiary education	Pearson Correlation = 0.87 Sig = 0.05 N = 385 Grand mean = 3.1	**VALID**

Discussion of Findings

Test of hypothesis one discovered that here is significant training cost on quality of basic education. According to Aila (2021), when the teachers are well trained, they will impact positive knowledge to students; hence the cost of training will always lower is benefits.

Test of hypothesis two discovered that there is significant relationship between training cost and quality of tertiary education. Most university staff found it very difficult to get training through TETFund because of corruption (Ubah, 2021). There is need for government to fund staff training and development.

Test of hypothesis three discovered that there is significant relationship between compensation cost and quality of basic education. Teachers in primary and secondary schools are not well paid because of the government neglect of teaching profession (Musa, 2019). There is need for the government to effectively compensate teachers.

Test of hypothesis four discovered that compensation cost enhances quality of tertiary education. The problem of strike in public tertiary education in Nigeria today is because of poor compensation system; hence the need for government to improve funding (Ubonso, 2020).

Conclusion

This work has examined administrative cost and qualitative education in South-East Nigeria. The work was carried out to identify the extent cost of administration adds values to quality education. This is because the achievement of development goals of Nigeria depends on the viability of educational system. This study concludes that staff of educational institutions should be trained and well remunerated so as to enhance quality education in the country.

Recommendations

We recommend here that:

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1. There is need for the government to fund the training and improve remuneration of basic education teachers and lecturers so as to enhance viability of education.
2. Basic and tertiary education should be well funded so as to achieve quality education at all levels in Nigeria.

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